2016–2017 ANNUAL REPORT

UTAH ASSISTIVE TECHNOLOGY TEAMS (UATT)

Utah Assistive Technology Teams
Empowering students through assistive technology

UTAH STATE BOARD OF EDUCATION
1896

WORKFORCE SERVICES REHABILITATION

CONTENTS

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The UATT project is made possible by an IDEA part B grant through the Utah State Board of Education

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PURPOSE

ESTABLISHED IN 1987 by the Utah State Board of Education, the Utah Assistive Technology Teams (UATT) are dedicated to improving the functional capabilities of students with disabilities, ages 3 to 21, across the state of Utah.

The purpose of this cooperative agreement is to accomplish and execute mandates found within the Individuals with Disabilities Education Act (IDEA) and the 2014 amendments to the Rehabilitation Act. It also considers assistive technology as it relates to free and appropriate public education (FAPE).

UATT LEADERSHIP

Chair: Robert Woodbury

Co-Chair: Janalyn Biesinger

Mona Oversteg

Gary Lacock

Julie Brown

Alisa Thacker

Crystal Thomas

Lynn Marcoux

Julia Pearce

Kent Remund

DIRECTOR'S MESSAGE

As the world of assistive technology continues to change, so does the Utah Assistive Technology Teams project. We accomplished a milestone this year as the project reached its 30th year of existence. From the first evaluation in 1987 which involved a 4th grader in Park City who used a Unicorn keyboard with a key guard and an Apple IIe computer — to 2017 where we served nearly 4,000 students using cloud-based reading and writing programs and amazing new computers that actually track eye movements.

Our teams and their members are becoming more and more diverse as we support increasingly broad assistive technology needs for students with disabilities. This year, our leadership council organized a successful conference that hosted 425 participants, and offered 36 breakout sessions — the largest conference to date. This is Utah's premier conference on assistive technology featuring a variety of experts from the field.

This year welcomed the addition of two new teams that were specifically created to support charter schools. Our first team supports students on the two Spectrum Academy campuses. Our second team is supported by CSPED (Charter Special Education Directors) and has the huge task of serving students across the state. This was a long-awaited solution to fill the need for the 127 charter schools in Utah.

Following our previous year's pilot project to obtain improved data on the students that our teams served, our members increased their efforts to obtain and improve data collection. The data within this annual report gives an overview of our students' disabilities, areas of assistance, time spent supporting students, and the areas of technology that were used.

No chart, graph, or statistic can fully capture the moment a student successfully and independently completes a task. We hope you enjoy seeing some of our favorite success stories included in the information below.

Kent Remund
Project Director

TEAMS

UATT supports 30 teams throughout the state to assist local education agencies (LEAs), Individualized Education Program (IEP) teams, and teachers in their efforts to serve students with disabilities. Each school district across the state has access to a multidisciplinary team that can conduct high-quality assistive technology assessments and deliver outstanding assistive technology services.

TEAM NAME	LEADER
Alpine	Melanie Adams
Box Elder	Tammy Roring
Cache	Robert Woodbury
Canyons	Becky Boyack
Carbon/Emery	Davette Butcher
Charter Schools	Denise Warren
Charter Spectrum	Krisanne Lewis
Davis	Erek Engar
Davis	Susan Hamblin
Grand/ San Juan	Steven Duke
Granite	Janalyn Biesinger
Granite	Jenn Hanks
Iron/Millard/Beaver	Julene Woolsey
Jordan	Jodilyn Beck
Jordan	McCall Stout
Juab/Sanpete/Sevier/Piute	Fawntell Mogle
Kane/Garfield	Julie Brown
Logan	Tashina Meaker
Murray	Joelle Rasmussen
Nebo	Jason Shelley
No & So Summit/Morgan/Rich	Marci Mitchell
Ogden	Nadean Lescoe
Salt Lake	Lori Kopasz
Tooele	Mikalene Anderson
UATT Central Office	Kent Remund
UATT Central Office	Julia Pearce

TEAM NAME	LEADER
UATT Central Office	Lynn Marcoux
Uintah/Duchesne/Daggett	Alisa Thacker
Uintah/Duchesne/Daggett	Amelia Garner
Utah School for the Deaf & Blind	Jenn Mitchell
Wasatch/Provo	Vanessa Rapier
Washington	Logan Fielding
Weber	Mona Oversteg
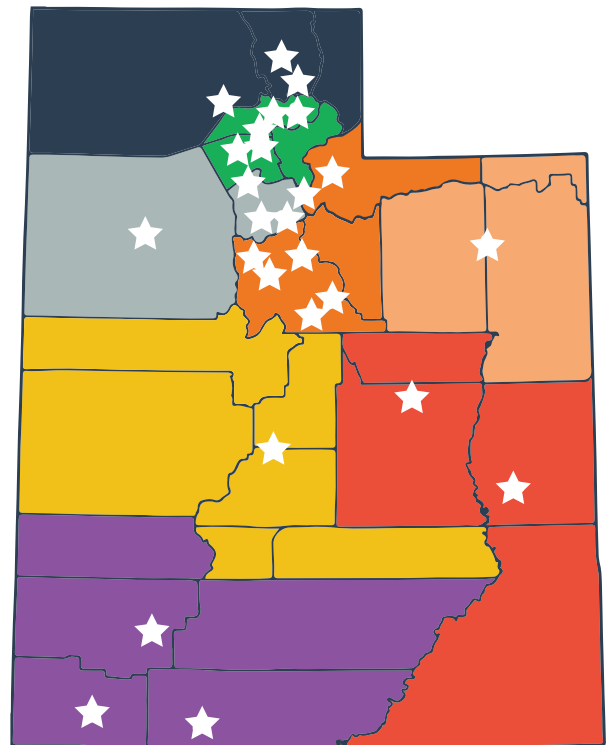
UATT OVERVIEW

The purpose of the Utah Assistive Technology Teams (UATT) is to support federal and state regulations that require all children ages 3 through 21 with an Individualized Education Program (IEP)/504 Plan. IEPs should clearly reflect the assistive technology (AT) needed, and describe the manner in which it will be used, as well as the supports required. UATT assists with this process since AT devices and services can take various forms and the academic and functional needs can vary from student to student.

Through UATT, every student with a disability attending a public school in Utah has access to knowledgeable professionals who can appropriately evaluate students' needs for assistive technology. Appropriate AT devices and services can allow students with disabilities to participate in, and benefit from, the general education curriculum and receive a free appropriate public education (FAPE). In addition, it is an important component in helping students meet their IEP goals.

The Individuals with Disabilities Education Act (IDEA) requires that an IEP team consider a student's AT needs in the development of every IEP. AT services are reflected on the IEP once the team has reviewed the assessment results and determined that AT is needed for the provision of a free appropriate public education. The Utah State Board of Education's Special Education Rules state that each local education agency (LEA) must ensure that assistive technology devices, services, or both, are made available to a student with a disability if they are required as part of the student's IEP. (See Appendix I)

THE UATT IS SUPPORTED BY A GRANT through the Utah State Board of Education and administered through the Department of Workforce Services, Utah State Office of Rehabilitation. The 2017 Annual Report is created annually to inform stakeholders and other interested parties about UATTs efforts to provide assistive technology evaluations to students with disabilities in Utah.

WHO WE SERVE

This chart shows student disability rates across the state and a breakdown of the disability categories. Our teams are there to support these students when requested by school IEP Teams. Our teams served 3,864 of these students (figures below).

Student Enrollment, Ages 6 – 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All Students	527,133		45,056,472	
Children with disabilities (IDEA)	62,377	11.8	5,789,884	12.9

Percent of Children with Disabilities (IDEA) by Disability Category, Ages 6 – 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.76	0.90
Deaf-blindness	0.01	0.00
Emotional Disturbance	0.40	0.82
Hearing Impairment	0.10	0.15
Intellectual Disability	0.61	0.96
Multiple Disabilities	0.29	0.28
Orthopedic Impairment	0.03	0.12
Other Health Impairment	0.96	1.63
Specific Learning Disabilities	5.77	5.23
Speech/Language Impairment	2.50	2.38
Traumatic Brain Injury	0.05	0.06
Visual Impairment	0.04	0.06

YEAR IN REVIEW

UTAH ASSISTIVE TECHNOLOGY TEAMS 2017 OVERVIEW

UATT provide assessments, observations, consultation, equipment trial, and training of assistive technology devices.

MISSION

To empower students through assistive technology.

2016-2017 SCHOOL YEAR

3,864
students served by UATT

29,273
hours supporting students

5,043
devices trialed with students to help obtain their IEP goals

MEDIA RECOGNITION

KSL featured UATT in December 2016 with Kent Remund and Julia Pearce explaining the program and demonstrating different types of technology. Read the story on KSL.

"We have lots of options when working with a student, but it takes a good team asking the right questions. As technology changes, so do the students."

— Julia Pearce (KSL, 2016)

TECHTUESDAY TRAININGS

UATT provided specialized "TECHTuesday" trainings for team members statewide to expand their knowledge base of features and news of accessible technology. A variety of topics were covered including: "Chromebook Accessibility Features," "Literacy with Eagle Eyes" and "Read and Write for Google." On average, each training had 20 live participants and recordings were archived so members could view them at a later date.

FEDERAL REQUIREMENTS FOR LEAs

In January and February 2017, the UATT coordinated efforts with the Utah State Board of Education to provide local education agencies (LEAs) with a three-part, 90-minute webinar series. This series discussed the legal requirements for consideration, acquisition and use of assistive technology (AT) for students with disabilities.

The Individuals with Disabilities Education Act (IDEA) requires individualized education program (IEP) teams to consider the assistive technology needs of all children with disabilities. Each LEA must ensure that assistive technology devices and services are made available to a student with a disability if required as a part of the student's special education, related services or supplementary aids and services. (§300.105 and R277-495).

On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP team determines that the student needs access to those devices in order to receive a free appropriate public education. This webinar series addressed these issues and increased LEAs knowledge about the laws that regulate special education services and the legal implications related to applications of AT.

UATT CONFERENCE

425 participants   **36** breakout sessions

In March 2017, UATT hosted Utah's largest assistive technology conference, which was comprised of 36 breakout sessions over the course of two-and-a-half days in Provo, UT. The conference was the largest to date, with 425 participants in attendance.

Kelly Fonner was the conference's keynote speaker. Fonner has more than 33 years of experience in assistive and educational technology. Her keynote session covered a wide range of topics including assistive technology strategies, augmentative communication, computer access, and electronic literacy and study skills.

The conference's half-day session was dedicated to UATT team members being provided information on vocational rehabilitation transition services and resources across the state. There was a panel of key agency representatives who provided information regarding their organizations and answered questions about how to best assist students through the transition process.

PROFESSIONAL AWARDS

ALISA THACKER

CRAIG BOOGAARD
PROFESSIONAL
LEADERSHIP AWARD

MARK PERRY

H. KENTON REAVIS
DISTINGUISHED
SERVICE AWARD

SHANNON DEETS

LEA AWARD
BEST OF THE BEST
FOR AT SUPPORT

The panel consisted of:

- Lavinia Gripentrog — Utah State Board of Education
- Sandra Cursio — Ability 1st - Independent Living Center
- Jason Rucker — Utah Valley University
- Aimee Langone — Vocational Rehabilitation
- Kelie Hess — Division of Services for People with Disabilities
- Ashlie Baker — Utah Parent Center

State Director of Special Education Glenna Gallo of the Utah State Board of Education also presented on "Altering the Conversations and Decisions in Utah Schools." She shared information on the current numbers of Utah students with disabilities, rates of graduation among special education students, transition data and post high school results. Gallo shared her vision of what Utah wants for its students. "Each student should have education and career goals that will provide them the opportunity to experience fulfilling lives, actively participate as educated citizens, and thrive in a competitive and global marketplace." Gallo also recognized the importance of assistive technology in our classrooms and how it can become a valuable tool in assisting students in becoming successful members of society.

Breakout session topics included:

- Exploring Free Accessibility Features on Your Computer
- Tips for a Smooth Transition
- Are Students with Disabilities College and Career-Ready?
- Hands-Free Mouse Solutions
- Reading Supports Using Assistive Technology
- InCOREporating Core Words

STUDENT SUCCESS AWARDS

Four Utah students with disabilities were recognized with "Student Success Awards" at the UATT conference. These students were nominated by UATT team members and selected based on their success in incorporating assistive technology into their lives. View their video stories on UATT's YouTube Channel.

MEET NORAH

MEET DAVIS

MEET JEN

MEET RYLIE

STUDENT SUCCESS HIGHLIGHTS

The student was provided with a Chromebook last year and has been using it for the last two school years. Even with his major speech delays the Chromebook is able to pick up what he says effectively. He has excelled in both reading and writing this year. He has gained confidence in the classroom, giving reports and making friends.

TEAM MEMBER SURVEY OF STUDENTS

UATT collected data by requiring each team member to complete two data collection surveys. This resulted in an approximate 10 percent data collection rate on the total number of students that were evaluated. The survey consisted of the following items:

1. UATT Team
2. Name
3. Student initials
4. Student grade
5. IEP/504 Disability Classification
6. Brief student description
7. Assistive technology (AT) device(s)/service(s) provided this year.
8. Estimated amount of total team hours spent serving this student this school year (i.e. If six team members each spent one hour serving the student, that would be six total team hours for the year)
9. Is the AT being used to support a specific IEP goal(s) or 504 accommodations?
10. How much does the UATT Team and the IEP/504 team feel the AT devices and services helped this student achieve his/her IEP/504 goals this year?
11. If the answer to question 10 is minimal to no progress, please provide feedback as to why.
12. Optional (although highly encouraged): Please provide a full write-up for this student or another student that we can use as a success story in our monthly newsletter or other public relations opportunities. This is extremely useful for us to gather as many as possible. Suggestions for information to include are: student's grade, disability, struggle or limitation, how the team worked with the student to reach success, device(s) implemented, details regarding how the student was performing before meeting with the team and after device(s)/service(s) were implemented.
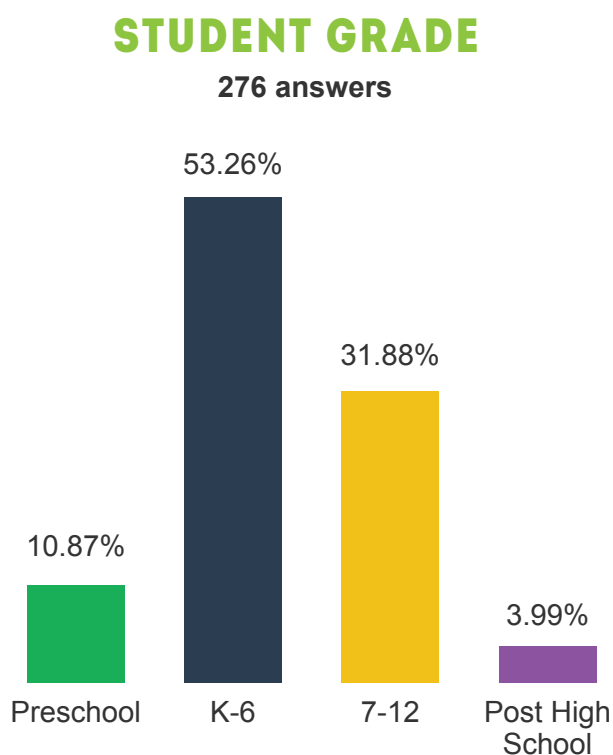
STUDENT SUCCESS HIGHLIGHTS

This student has blossomed since learning how to use the Read and Write tool bar and accessing the Bookshare account. He is loading his own books, completing reading assignments to meet AR point goals, and creating writing assignments with significantly improved spelling, grammar and punctuation. His confidence level has improved dramatically and he is excited to improve his skills in all classes.

DATA RESULTS

Below are the results to seven of the questions with a majority of respondents with students in the kindergarten to 6th grade group. It was found that the three disabilities most served by UATT were students with multiple disabilities (25 percent), autism (21 percent), and other health impairments (12 percent). The most common amount of time a team member would spend with a student would be five to ten hours with 33 percent of respondents reporting that timeframe.

When asked about AT devices or services provided this school year, nearly half of the respondents had students using augmentative alternative communication. In addition, 93 percent said their AT device was being used to support a specific IEP goal or 504 accommodation, and 73 percent reported that the AT device/services for the student provided moderate to significant progress toward achieving their IEP goal.

STUDENT GRADE

276 answers

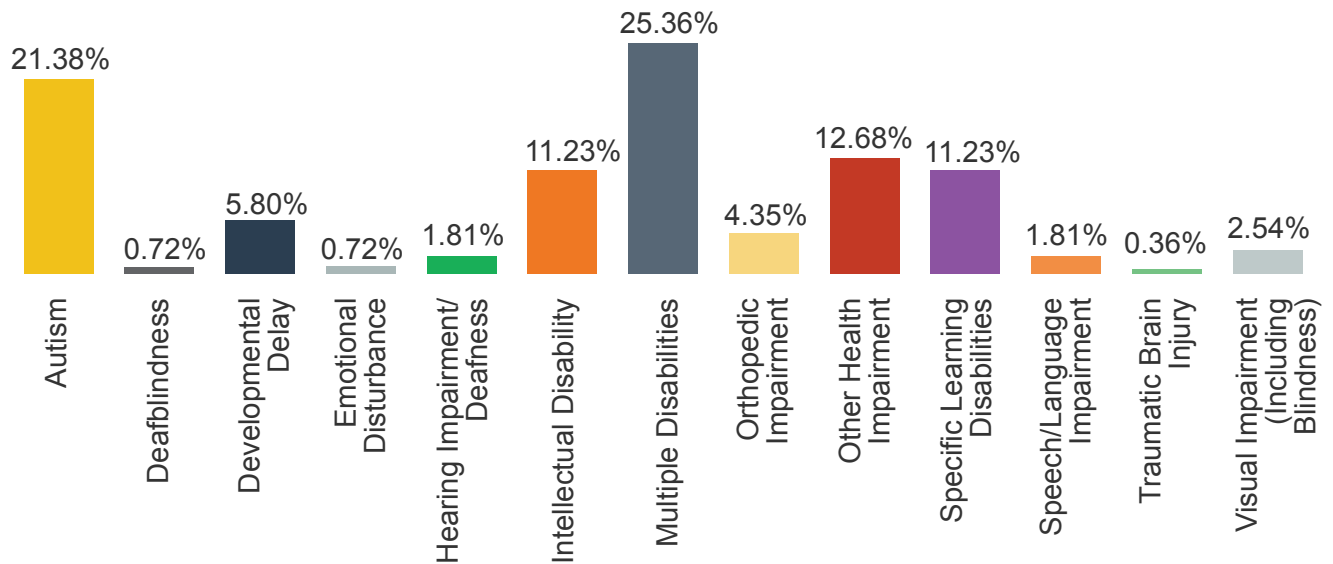| Grade	Percent
Preschool	10.87%
K-6	53.26%
7-12	31.88%
Post High School	3.99%

STUDENT SUCCESS HIGHLIGHTS

This student is a rock star with her device. She uses Proloquo2go. She is able to make comments, answer comprehension questions, have conversations and joke with peers and get her needs met. She has been working on her social communication skills this year. She gets so excited when her peers want to talk to her.
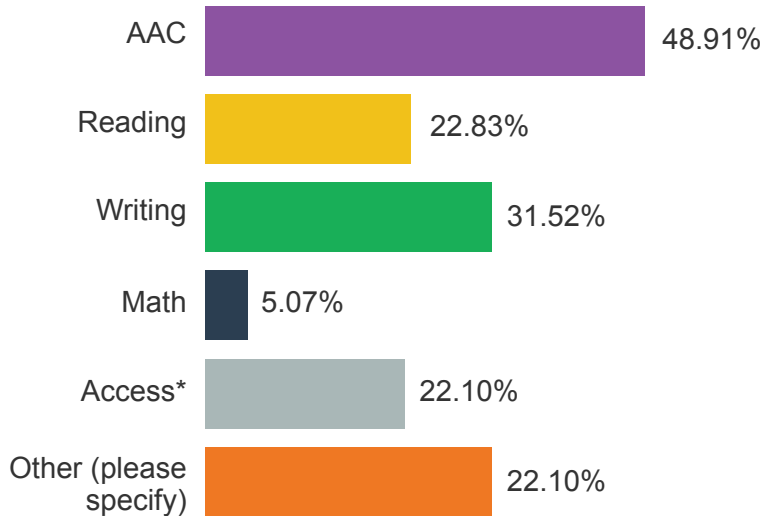
INDIVIDUALIZED EDUCATION PROGRAM (IEP)/504 DISABILITY CLASSIFICATION

276 answers

Classification	Percentage
Autism	21.38%
Deafblindness	0.72%
Developmental Delay	5.80%
Emotional Disturbance	0.72%
Hearing Impairment/Deafness	1.81%
Intellectual Disability	11.23%
Multiple Disabilities	25.36%
Orthopedic Impairment	4.35%
Other Health Impairment	12.68%
Specific Learning Disabilities	11.23%
Speech/Language Impairment	1.81%
Traumatic Brain Injury	0.36%
Visual Impairment (Including Blindness)	2.54%

AT DEVICE(S)/SERVICE(S) PROVIDED THIS YEAR

276 answers

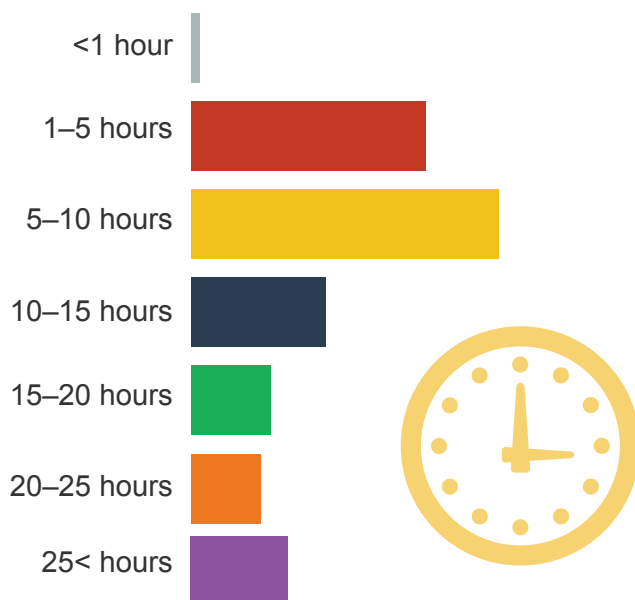|	
AAC	48.91%
Reading	22.83%
Writing	31.52%
Math	5.07%
Access*	22.10%
Other (please specify)	22.10%

(AAC = Augmentative Alternative Communication)

*switches, touch screen, mounts, positioning, etc.

ESTIMATED AMOUNT OF TOTAL TEAM HOURS SPENT SERVING A STUDENT THIS SCHOOL YEAR

276 answers

- <1 hour
- 1–5 hours
- 5–10 hours
- 10–15 hours
- 15–20 hours
- 20–25 hours
- 25< hours

STUDENT SUCCESS HIGHLIGHTS

This student has used an iPad mini with the LAMP communication app to support his verbal speech. During the time that he has used AAC, his intelligibility has increased significantly. The auditory feedback the device gives him has supported his ability to distinguish syllables as well. This student went from being barely able to produce some sounds, to being able to produce intelligible words. Because he has a capability for longer utterances than his speech ability will currently allow, he is also able to produce three to five word sentences, and participate and communicate in his educational setting.
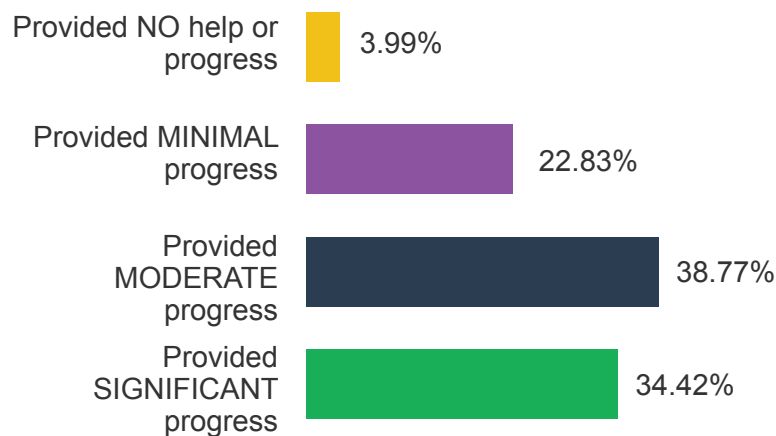
IS THE AT BEING USED TO SUPPORT A SPECIFIC IEP GOAL(S) OR 504 ACCOMMODATIONS?
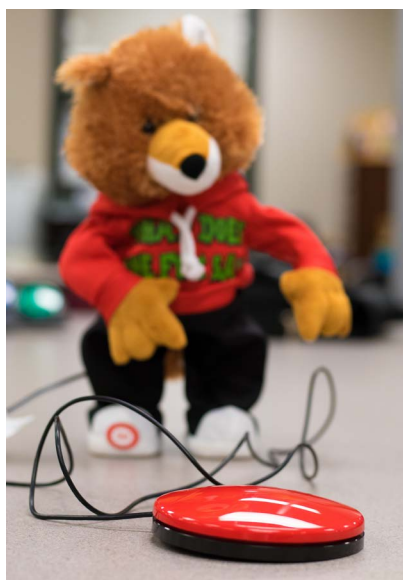
276 answers

Yes — 92.75%

No — 7.25%

LEVEL OF PROGRESS ON THE STUDENT'S IEP/504 GOALS FROM THE AT DEVICES AND SERVICES

276 answers

Provided NO help or progress — 3.99%

Provided MINIMAL progress — 22.83%

Provided MODERATE progress — 38.77%

Provided SIGNIFICANT progress — 34.42%

REASONS WHY PROGRESS IS MINIMAL OR NONE

98 answers

Category	Percentage
Device still being trialed / trained	31.63%
Child is functioning at expected level	15.31%
Device not implemented in the classroom	5.10%
Device not appropriate	4.08%
Student preference	5.10%
Other (please specify)	38.78%
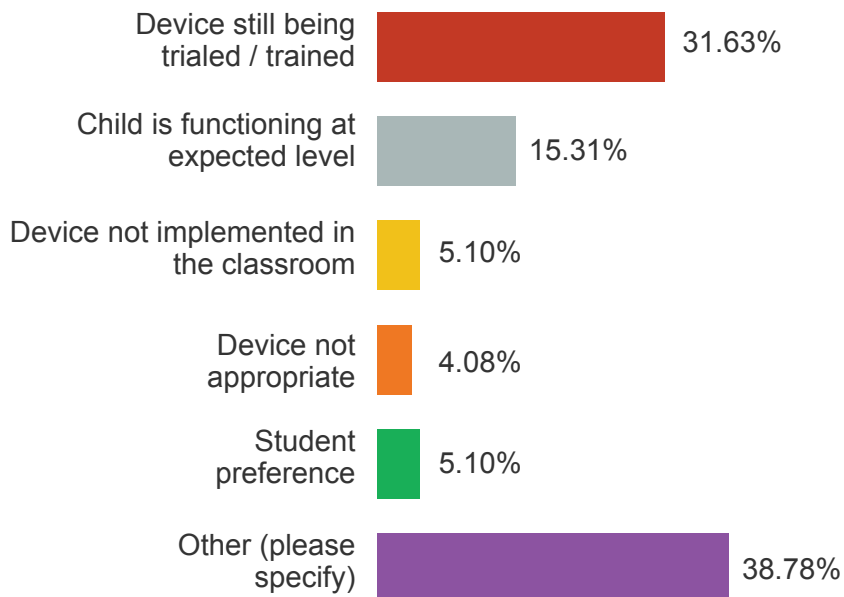
STUDENT SUCCESS HIGHLIGHTS

OR is a 4-year-old boy with Prader-Willi Syndrome and severe Childhood Apraxia of Speech. He has gone from single word approximation responses and picture responses to four word phrases using the touch chat. He uses the device to initiate, comment and make requests in the classroom. Using the device has motivated him to try to verbalize as well.

APPENDIX I

USBE Rules, Definitions and Legal Considerations

A. 34 CFR Part 300.105 provides that:

Each public agency must ensure that assistive technology devices or assistive technology services[1] are made available to a student with a disability if required as a part of the student's:

1. Special education[2]

2. Related services[3]

3. Supplementary aids and services[4]

4. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home (or in other settings) is required if the student's IEP (Individualized Education Program) team determines that the student needs access to those devices in order to receive a Free Appropriate Public Education (FAPE).

B. As defined by Utah State Board of Education Special Education Rules (USBE SER) (I.E.(2))

Assistive technology means any item, piece of equipment or product system, (whether acquired commercially off the shelf, modified or customized), that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.[5]

C.   As defined by USBE SER (I.E.(3)

Assistive technology services mean any services that directly assist a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:

1. The evaluation of the needs of a student with a disability, including a functional evaluation of the student in their customary environment.

2. Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by students with disabilities.

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1   As those terms are defined in Parts300.5 and 300.6.
2   Under Parts 300.36.
3   Under Parts 300.34.
4   Under Parts 300.38 and 300.114 (a)(2)(ii).
5   USBE SER I.E(2)

3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices.

4. Coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.

5. Training or technical assistance for a student with a disability, or if appropriate, that student's family.

6. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the individual with a disability.[6]

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6   USBE SER I.E.3.

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